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Ontario Department of Education

REGULATIONS AND COURSES

FOR THE

SUMMER MODEL SCHOOLS

AT BRACEBRIDGE, GORE BAY, OTTAWA, PORT ARTHUR, SHARBOT LAKE AND STURGEON FALLS

Session 1914

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THE LEGISLATIVE ASSEMBLY OF ONTARIO

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ONTARIO SUMMER MODEL SCHOOLS, 1914

LOCATION AND PURPOSE

1. (1) The Summer Model Schools are located at Bracebridge, Gore Bay, Ottawa, Port Arthur, Sharbot Lake, and Sturgeon Falls.

(2) The purpose of these Schools is to prepare teachers for District and Third Class certificates; the Schools at Ottawa and Sturgeon Falls, for certificates valid in English-French Schools, and those at Bracebridge, Gore Bay, Port Arthur, and Sharbot Lake for certificates valid in the English Schools (*a*) of the District, and (*b*) of the poorer parts of the Counties, to be designated by the Minister. A list of the inspectorates concerned may be obtained on application to the Deputy Minister.

SESSION

2. (1) The session of the Summer Model Schools will begin on the second day of July, 1914, at 1.30 p.m., and will end on the seventh day of August, 1914, and will be followed immediately by the final examinations, which will end not later than the thirteenth day of August.

(2) The daily session shall be one of four and a half hours, exclusive of recesses. Saturday shall be a half holiday.

COURSE OF STUDY

Professional

3. There are two professional courses at each Summer Model School, the first for new teachers-in-training, and the second for those who have already taken the first course, and are qualified as prescribed in Regulation 5 (7) below.

Academic

4. To assist those who are actually engaged in teaching to prepare themselves for admission to the Second course of the Summer Model Schools an academic Summer course will be provided at one or more of the Summer Model Schools, if a sufficient number apply for admission. The session will be of the same length as that of the Summer Model Schools.

CONDITIONS OF ADMISSION

General

5. (1) **Application for admission to a Summer Model School shall be made to the Deputy Minister not later than June 20th on a form to be supplied by him.**

(2) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:

(*a*) A certificate from competent authority that he will be at least seventeen years of age before September 1st, 1914.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(3) Applicants who do not hold Model School Entrance or higher academic certificates, shall submit with their applications in addition to the above a recommendation for admission from the Inspector under whom they last taught or are now teaching.

(4) If a candidate's application is approved, he shall attend the Model School to which he is assigned by the Minister. He will receive a card of admission from the Deputy Minister, and without such card he will not be admitted.

First Professional Course

(5) For admission to the First Professional Course the applicant shall submit with his application one of the following:—

(*a*) A Temporary certificate issued by the Department of Education.

(*b*) A certificate of Entrance into a Model School obtained in 1908 or subsequently, or an equivalent or higher Ontario certificate.

Academic Course

(6) For admission to the Academic Course the applicant shall submit with his application a District certificate (or Statement of Standing) obtained after attendance at the First Course of a Summer Model School.

Second Professional Course

(7) For admission to the Second Professional Course, the applicant shall submit with his application one of the following:—

(*a*) An expired Third Class certificate obtained after attendance at a Model School.

(*b*) A certificate of Entrance into a Model School or an equivalent or higher Ontario certificate together with a District certificate (or Statement of Standing) obtained after attendance at the First Professional Course of a Summer Model School.

(*c*) A certificate that he has completed satisfactorily the academic course of a Summer Model School.

Special Provision for English-French Schools

(8) In the case of the English-French Summer Schools a Brevet d'Ecole Modèle or a Brevet d'Ecole Académique will be accepted as an equivalent for a certificate of Entrance into a Model School.

(9) (*a*) Before admission to either of the English-French Summer Schools, each candidate shall pass at the school—

(i) An oral examination in English and French Reading and Conversation; and—

(ii) A written examination in English and French Grammar, Composition, and Spelling, unless the candidate has already passed the examination for entrance into the English-French Model Schools.

(*b*) The examinations prescribed in (*a*) above shall be held on July 3rd, by the staff of the School.

ALLOWANCE FOR BOARD AND TRAVELLING

6. (1) (*a*) The Department of Education will pay $3.00 a week, for a period not exceeding six weeks, of the cost of board and lodging of all students who have been in attendance at a Summer School, whose ordinary place of residence is more than three miles from the School, and who, before admission, undertake, if successful, to teach as provided in 1 (2) above, for at least the academic year, beginning September 1, 1914, and ending June 29, 1915.

(*b*) The Department will also refund the cost to them of one single Railway or Boat Fare and one third to the Summer School from the Railway Station or Wharf nearest their last school or their home, according to the point of departure. The foregoing allowance will be paid on the report of the Principal after the close of the session.

(2) Students are required to obtain, whenever possible, tourist return tickets, and, where tourists rates are not given, a ticket only for one way should be purchased. In every case a certificate should be obtained by the student from the ticket agent, showing the point from which the ticket was purchased and the charge made for the same.

These certificates should be deposited with the Principal upon the student's arrival at the school.

DUTIES OF PRINCIPAL

7. Subject to the Regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and of the teachers-in-training, and shall be responsible to the Minister for the efficiency of the school.

DUTIES OF TEACHERS-IN-TRAINING

8. (1) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline as the Principal may prescribe.

(2) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may, if he so decides, be dismissed by the Principal at any time during the course from further attendance.

TEXT-BOOKS

For the First and Second Professional Courses

9. (1) For the First and Second Professional Courses, teachers-in-training shall come to the school provided with the following:—

The Regulations and Course of Study of the Public and Separate Schools (free).

The Ontario Public Health Act and Regulations (free).

The Text-books prescribed for the Public and Separate Schools.

The Readers in Geography (50 cts.), *History* (35 cts.), *and Hygiene* (25 cts.). *recommended for Form III.* The Copp, Clark Co., Toronto.

The Ontario Writing Course (5 cts.). E. H. Harcourt Co., Toronto.

Prang: *Text-books of Art Education,* 2nd (25 cts.), and 7th (55 cts.). The Geo. M. Hendry Co., Toronto.

Prang: *A Course of Study in Art* (25 cts.). The Geo. M. Hendry Co., Toronto.

Physical Exercises for the Public Elementary Schools (25 cts.). The Copp, Clark Co., Toronto.

Manners (25 cts.). McClelland and Goodchild, Toronto.

NOTE.—Teachers of Roman Catholic Separate Schools may substitute the Canadian Catholic School Readers, The Copp, Clark Co., Toronto, for the Ontario Public School Readers.

Additional for the Second Professional Course

(2) For the Second Professional Course, teachers-in-training shall provide themselves with the following, in addition:—

McMurray: *The Method of the Recitation* (75 cts.). The Macmillan Co. of Canada.

Gordy: *Psychology* ($1.25). The Copp, Clark Co., Toronto.

Millar: *School Management* ($1.00). William Briggs, Toronto.

NOTE.—The names of the publishers are given above. Usually, however, the books may be obtained from a local bookseller.

For the Academic Course

(3) For the Academic Course teachers-in-training shall provide themselves with the authorized High School text-books necessary for preparation for Entrance into the Model Schools.

ORGANIZATION OF THE COURSES

I. Professional

10. From the point of view of class work:

(1) The academic side should be emphasized in the First Course.

(2) The following subjects are regarded as of prime importance in both courses:

Educational Principles and General Methodology; School Organization and Management; Special Methodology in Oral and Written Composition, Spelling, Literature, Grammar, History, Geography, Arithmetic, Writing, and Reading;

(3) The provision in the time-table for the foregoing shall be as follows, subject to modification in accordance with the conditions of each school:—

FIRST COURSE

Educational Principles and General Methodology	8	hours.
School Organization and Management	10	"
Oral and Written Composition	10	"
Spelling	4	"
Literature	10	"
Grammar	8	"
History	6	"
Geography	8	"
Arithmetic	14	"
Writing	4	"
Reading	12	"

SECOND COURSE

Educational Principles and Methodology	12	hours.
School Organization and Management	10	"
Oral and Written Composition	8	"
Spelling	2	"
Literature	8	"
Grammar	8	"
History	10	"
Geography	10	"
Arithmetic	10	"
Writing	2	"
Reading	8	"

(4) As much class-instruction and direction shall be given in each of the following subjects as time will permit, and the responsibility for carrying on the course in each, with the aid of the text-book, shall devolve on the teacher-in-training:

Physiology and Hygiene, Nature Study, Art, Physical Culture, Music, and School Law and Regulations.

II. Academic

11. The Academic Course will be that prescribed for Lower School examination for admission to the Model Schools or such parts of the course as appear to the Principal to be necessary for such examination. The extent of the course in each subject is also at the discretion of the Principal.

NOTE.—Probably, in most of the subjects of the courses, half-hour lessons would be sufficient. Provision should be made for class and home exercises, including lesson plans.

EXAMINATIONS AND CERTIFICATES

First Professional Course

12. District certificates valid for one year as defined in 1 (2) above, will be granted on the results of the examinations which shall be held immediately after the close of the First Course, in accordance with the following scheme, on papers prepared by the staffs, the answer papers being also read by them; the results will be settled by the Department:

(1) (*a*) A written examination, which shall test both academic and professional knowledge, on the following subjects, or groups of subjects, each having a maximum of 75 marks:—

Educational Principles and General Methodology, School Organization and Management.

Special Methodology in Oral and Written Composition, Grammar, Literature, Geography, Arithmetic, and Reading.

(*b*) To the marks obtained in each of the foregoing subjects a maximum of 25 marks may be added for class and home exercises during the Session, based upon the records kept by the staff.

(2) For each of the following subjects or groups of subjects, a maximum of 50 marks may be awarded on the class work and home exercises, based upon the records kept by the staff, and a final examination in each case held by the staff:

Writing, History, Spelling, Physiology and Hygiene, Nature Study, Art, Physical Culture, Music, School Law and Regulations.

(3) Candidates shall be entitled to certificates who obtain 40 per cent. of the marks assigned each subject or group of subjects, and 60 per cent. of the total subjects enumerated in (1) (*a*) and (2) above respectively.

Second Professional Course

13. (1) (*a*) To candidates admitted under Regulations 5 (7) (*a*) or (*b*) above, Limited or English-French Third Class certificates, as the case may be, valid for five years, as defined in 1 (2) above, will be granted on the results of the examinations in the Second Course, which will be held immediately after the close of the Session.

(*b*) To candidates admitted under Regulation 5 (7) (*c*) above, similar certificates will be granted when they pass the Model Entrance examination; and in the interval and on the recommendation of an Inspector their District Certificates may be renewed for a school specified in 1 (2) above.

(*c*) The examination at the close of the Second Course shall be held in accordance with the scheme for the final examinations at the close of the First Course; but the examination papers in the subjects of 12 (1) (*a*) above will be prepared by the Department, the answer papers being read by the staff.

Academic Course

14. Subject to the provisions of Regulation 11 above, an examination will be held by the staff of the school at the close of the Academic Course, in accordance with the scheme for the examination for admission to the Model Schools. Certificates of standing will be issued to successful candidates.

RENEWALS AND EXTENSIONS

15. (1) Holders of professional Third Class and District certificates (including renewals and extensions) granted under former regulations, who are actually and regularly engaged in teaching, and who pass in Groups I, II and III of the Autumn Model School, or the June English-French Model School final written examinations, may, on the recommendation of the Inspector under whom they last taught, be granted Limited or English-French Third Class certificates, as the case may be, valid for five years from the date of issue, and as provided in 1 (2).

(2) (*a*) With the approval of the Inspector, trustees of schools specified in 1 (2) may re-engage without advertisement their present teachers who undertake to attend the present session of a Summer Model School.

(*b*) In each case application for the validation of a Limited Third Class or of a District certificate must be made to the Minister by the Inspector on the official form 93A.

NOTE.—A Limited Third Class or a District certificate does not entitle the holder to teach in any school until it has been endorsed by the Minister of Education as valid for that school. When a School Board is unable to obtain a teacher with a First or Second Class certificate, the Minister may, on the recommendation of the Inspector concerned, validate a Limited Third Class or a District certificate for the school in charge of the said Board for a limited period. Before applying to School Boards the holder of such certificate should consult the Inspector in regard to available vacancies.

SYLLABUS OF COURSES

FIRST YEAR

Educational Principles and General Methodology

16. The object of the course is to provide the teachers-in-training with such an elementary working knowledge of the nature of educational principles and of general methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

The course embraces the following topics:

Methods of Instruction: The purposes of method; the necessity of basing methods of instruction on a knowledge of the characteristics and conditions of the learner.

Attention: Learning conditioned on the attention of the learner; non-voluntary and voluntary attention, conditions of each; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drills and reviews.

The Process of Learning: Learning a development from the vague to the definite, by a process of analysis and synthesis; typical illustrations of this principle from various subjects.

Impression and Expression: Their interdependence; expression as a phase of method; the necessity and use of the expressive studies.

Methods of Lesson Presentation: Lecture method of presentation; text-book method of presentation; question and answer method of presentation, right and wrong methods of questioning, qualities of a good answer, treatment of faulty answers; mistakes in dealing with answers; graphic representation as a means of presentation, use of diagrams, pictures, maps, etc.; nature and functions of objective teaching, limitations of objective teaching.

NOTE.—The foregoing course should be taken up in a simple manner early in the session. Gordy's *Psychology* may be referred to.

School Organization and Management

17. The object of the course is to provide the teachers-in-training with an elementary knowledge of the technique of school management and the organization of rural one-teacher schools.

The course embraces the following topics:—

The Aims and Importance of School Organization and Management.

The Teacher: Qualifications of a good teacher; his relations with the inspector, trustees, pupils, parents, and the public; daily preparation of work; care of health.

The Problems of School Life: First day at school; school organization and its difficulties; promotions; school examinations; school records.

Discipline: Its meaning and aims; the forces that make for good discipline; value of games; physical exercise; punishments; incentives.

The Daily Programme: The construction of typical time-tables for rural schools; seat work; individual black-board work; reviews.

Examinations: Use and place; methods of conducting; oral and written; preparation for departmental examinations.

Desirable Habits: Punctuality, regularity, neatness in person and work; accuracy, promptness, quietness, industry, obedience; the relation of the preceding to moral training; good manners; the social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Ontario School Law and School Regulations, in so far as they deal with the duties and obligations of inspectors, teachers, and pupils. The following should be emphasized:

The importance of signing the name correctly and the Christian name in full, and of specifying in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. These should be contracts as provided by the statute. Substituting for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty. (P. S. Act, Section 85 and form of agreement.)

Note.—Every school register contains two copies of a form of agreement, one for the Teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the grants and of other matters directly affecting the teacher, trustees, and school. (P. S. Act, Sections 6, 7, 8, 9, 82, 84, 87, 99, 116; and Instructions 12, 13 and 14.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies, and the use of unauthorized books and pamphlets. (Department of Education Act, Section 28; P. S. Act, Section 112, and Text-book Regulations, Circular 14.)

Ontario Public Health Act and Regulations: In so far as they pertain to teachers, pupils, and the school.

Note.—For information as to the necessary details of school accommodations and equipment, the teacher-in-training is referred to Circular 33.

Special Methodology

18. The special object of the course is to prepare the teacher-in-training for the intelligent application of the principles of education to the course in each subject of the Public School programme, and in particular to adapt to the work in such subject the principles of General Method.

The course embraces the following topics:—

(1) An introductory general survey of the Public School course of study with a view to understanding the purpose of the course as a whole, the special object of each subject, and the correlation of the different subjects among themselves.

(2) The systematic study of the subject matter of the Public School text-books with emphasis on the elements; special methods of instruction with type lessons and other illustrations of the most important topics, including those detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

NOTE.—Manuals of method in the subjects of the Public School courses are being prepared. The most important have been already published, including a manual for teaching English to French-speaking pupils. The Manuals will be supplied free to the teachers-in-training.

(3) In the Ottawa and Sturgeon Falls Summer Model Schools for teachers of English-French Schools, the special methodology of teaching English to French-speaking pupils is provided for under Oral and Written Composition below. For the methodology of French Reading and Grammar, no special provision is necessary. Notwithstanding the differences in the content of English and French Reading and Grammar, the methodology of the former may easily be adapted to the latter. In the case of Grammar, however, elementary French etymology should be taken up in the language lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences.

Oral and Written Composition

(1) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

Oral and written composition: Their relation; the purposes served by each; correction of common errors of speech and of written answers; discussion and exemplification of topics suitable for each Form, with reasons for selection; suggestions as to sources of material; methods of dealing with oral and written compositions; how, and when to teach the sentence, the paragraph and the use of capitals, punctuation marks, etc.; story telling and its value; letter writing; informal grammar taken up in language lessons.

The following special methodology of teaching English to French-speaking pupils of Form I should be discussed and illustrated in connection with the manual:

The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Games as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly.

NOTE.—The classes in the First and Second courses in the methodology of teaching English to French-speaking pupils might for a time be taken together; and, for the class work two hours might be taken from the time allotted in Reg. 10 above to Language and Composition, with four additional hours from the rest of the time available.

Reading

(2) The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thought and feelings, and to communicate them to the listener so that he may appreciate them.

The course embraces the following topics:—

The two stages of reading, primary and advanced; how to start a class of beginners; the sentence, word, phonic, and combination methods; the planning of lessons for each Form; common faults on the part of both pupil and teacher and how to correct them; criticism by teachers and pupils; the use of supplementary readers and supplementary reading.

Spelling

(3) The special object of the course in Spelling is to prepare the teacher-in-training to enable his pupils to use the recognized forms in the mechanism of written composition.

The course embraces the following topics:—

The importance and value of spelling to the pupil; relation to phonics; aural and visual types; when to be introduced; difficulties and how to overcome them; transcription and dictation; rewriting; grouping of words; testing and checking; devices for correction.

Literature

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and power of artistic expression of thought and feeling.

The course embraces the following topics:—

An investigation of the previous reading of the teachers-in-training; qualities of literature that appeal to children of different ages; scope and purpose of literature in each Form, illustrated by taking up a poetry and a prose selection from each reader; the place and value of memory work; the use of the dictionary; supplementary readings; lesson procedure; preparation by teacher and by pupils; special value of memorization and of oral reading after preliminary study.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of the pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course embraces the following topics:—

The relation of language and composition to grammar; the reasons for postponing the introduction of formal grammar to Form IV; the order of developing the subject; the inductive-deductive method illustrated by a few lessons on various topics; method of dealing with analysis and parsing in the class; rules of syntax, their value, treatment of false syntax.

History

(6) The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals of conduct.

The course embraces the following topics:—

What makes an event important; work suitable for the primary, intermediate, and advanced stages; the value of biography and local history, illustrations; the use of the text-books, and of the reader for Form III; devices in teaching for each Form; supplementary reading; our Flag, its history and significance.

Geography

(7) The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon and to assist them in interpreting and utilizing their environment in accordance with their needs.

The course embraces the following topics:—

The scope of geography; the observational phase of geography; use of globe and maps; local Geography; dependence of commerce and local industries upon soil, climate, and other physical conditions; study of a continent, of a country; how to use and to draw maps; work outside of school; excursions; how to use the Geography Reader for Form III.

Nature Study

(8) The special object of the course in Nature Study is to enable the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them, and thus to broaden and deepen their sympathies with nature.

The course embraces the following topics:—

The relation of nature study to agriculture; special characteristics of a typical nature study lesson; a general discussion of the work suitable for each form and each season; uses and limitations of books, pictures, collections, etc.

NOTE.—Owing to the time of the year and the shortness of the session, not much can be done in this subject, but the pupils should be directed how to carry on the work of the different Forms. Excursions should be made on Saturday afternoons.

Arithmetic

(9) The special object of the course in Arithmetic is to enable the teacher-in-training to train his pupils to acquire facility, accuracy, and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in Arithmetical calculation. The chief attention should be paid to the work of Forms I, II and III.

The course embraces the following topics:—

Importance of arithmetic to the life of every child; an outline of the work for each Form; method of each important operation; drill, problems, oral and supplementary work; particular attention to primary number combinations, the four rules, fractions, tables; importance of accuracy, neatness, and speed, and how to attain them; the use of the prescribed apparatus.

Writing

(10) The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort, and to make him familiar with the best means of securing the same results with the pupils.

The course embraces the following topics:—

Penholding; position at desk; position of paper; various movement exercises; formation of the small and capital letters and the figures; practice on paper and on the black-board; importance of good writing in all school exercises.

NOTE.—Owing to the shortness of the session, not much more can be done in class in this subject than to direct the teacher-in-training how to use for his own and his pupils' instruction the books prescribed for the course. The teacher-in-training will be expected to hand in from time to time during the session exercises for the teacher's criticism. The writing in the schools is so generally defective that these exercises must be insisted on.

Art

(11) The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training in his aesthetic nature, and such facility in the use of Art as a means of expression as will enable him to develop like tastes and powers in his pupils.

The course embraces the following topics:—

The representation of common objects; grouping of objects, grasses, flowers, and trees, illustration of games, stories, etc.; black-board drawing; map drawing. All work should be freehand.

The course is to be taken up with pencil and colours, and the materials used by the teacher-in-training should be confined to those procurable by the pupils of an ordinary school, as follows:

1. Long paint box, containing blue, red, yellow, and black, 25 cents.
2. Drawing pencil "B," "BB," or 3B; according to make, 10 or 5 cents. The ordinary school pencil is the only other lead-pencil required.
3. Soft charcoal; a box containing 50 sticks, 15 cents.
4. Coloured crayons (crayograph or crayola); a box, 10 cents.

Each teacher-in-training must come provided with the foregoing outfit. It may be obtained from The Geo. M. Hendry Co., Toronto, or from a local dealer.

NOTES: 1.—Owing to the shortness of the session, not much more can be done in class in this subject than to direct the teacher-in-training how to carry on his own studies and the pupils' work in the different Forms.

2.—The Public School Manual in Drawing will be ready before the close of 1914. The Prang Art Text-books, which may be used in the meantime, have been planned for use by the pupils, but they must not be so used in Ontario. A careful study, however, of the lessons in these books, together with the working out of the different exercises by the teachers, will be found to be very beneficial. There are seven books in all of the series; the first three outline many conversational lessons intended to cultivate observation in the case of young children, and, in all the books, the illustrations show the teacher how to express similar ideas in a similar way; they are not intended for copying. The teacher should use the materials at hand and in season for his lessons, with the books as a guide in his own work.

Vocal Music

(12) The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.

When practicable the study of Rote Songs adapted to the lower Forms should be taken up as often as possible. This should begin with the simpler elements of time and tune, proceeding to more advanced grades.

NOTE.—*The Educational Music Course* (The Canada Publishing Co., Toronto) may be referred to.

Hygiene

(13) The special object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes general instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of The Public Health Act; modes of preventing the spread of these diseases.

The rest of the course should consist of general directions, how to take up the subject in Forms I and II, and how to use the Reader for Form III, and the text-book for Form IV.

Physical Culture

(14) The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used in class-room in intervals between classes, and of gymnastics or gymnastic games, and indoor and outdoor games.

As much practice as possible should be given in the foregoing, at the Summer Model School. Part of the recess period might, with advantage, be used for this purpose. Each teacher is required to put into practice in his school the course detailed in *The Syllabus of Physical Exercises for Public Elementary Schools.*

SYLLABUS OF COURSES

SECOND YEAR

19. (1) The Second Course of Study outlined below includes a review of the subjects of the First Course, and should be used as a guide by the teacher in preparing himself for the Second Summer course, when, as far as practicable, the details under each head will be taken up in class.

Preliminary

(2) Before taking up the Second Year's Course at a Summer Model School, the student is expected to have made himself familiar with the text-books prescribed for the First Course as well as with the following:

McMurry: *The Method of the Recitation.*
Gordy: *Psychology.*
Millar: *School Management.*

Educational Principles and General Methodology

20. *Aim of Education*: Examination of the chief current definitions of Education; relation of aim to procedure in Education.

Laws Underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction; purpose of methods of instruction.

The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five normal steps" of the Herbartians.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

School Organization and Management

21. *The Teacher*: Natural qualifications of a good teacher; importance of scholarship, training, experience, professional studies, wide culture, Teachers' Association, and good magazines, professional and cultural, etc.; the teacher's relations with the principal, the inspector, trustees, parents; civic and social duties; personal power and influence in the school and the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual black-board work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, neatness in person and in work, accuracy; promptness; quietness; industry; obedience; the relation of the preceding to moral training; good manners.

School Incentives: Kinds and office; effects on character, on school work, on health.

Order and Discipline: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment, ends and necessity, right conditions, characteristics of judicious punishment, injudicious punishment, the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized and unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Ontario School Law and Regulations and Public Health Act and Regulations: The second course is a review of the First Course.

Special Methodology

22. The definition of the special aim of each subject in the First Course and directions already given for carrying it on apply to the Second Course as well.

Language and Composition

(1) *Oral and Written Composition*: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Note.—For the outline of the course in the methodology of teaching English to French-speaking pupils, see First course, pp. 13 and 14.

Reading

(2) *Scope of Reading*: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought, as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Forms of Reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Spelling

(3) *Scope of Spelling*: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling: Principals of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(4) *Selection of Subject-matter for Literature Lessons*: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; list of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in Literature: The application of the general principles of method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought-elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's Preparation: Special importance of teacher's own qualifications; private reading-courses for teachers; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

(5) Meaning of grammar; the relation of grammar to speech, correlation with other subjects; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

History

(6) *Scope of History*: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods in History: The recitation, its form and purposes. Oral teaching and black-board work by teacher, and of written exercises at seat and at black-board by pupils; oral and written work; the use of pictures, maps, etc.; of the readers and the text-books; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

Biography: The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Epochs: Their relation to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades, significance and value of our Flag.

Geography

(7) *Scope of Geography*: Its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world; commercial and political geography.

Methods in Geography: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, black-board drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by teacher owing to the mass of details.

Nature Study

(8) *Character and Scope of Nature Study*: Its relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools.

Arithmetic

(9) *Scope of Arithmetic*: Its relation to the other subjects of the Curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the

essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic; checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting: Measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(10) *Methods of Writing*: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Art

(11) *Scope of Art*: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to Use the Various Mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects, illustrating the principles of freehand perspective.

Black-board Drawing: White and coloured crayons and charcoal.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Music

(12) *Tune*: Practice in singing, from the Tonic-Solfa modulator, the simpler intervals of the Major Scale in various keys.

Time: Practice in singing simple time exercises in two, three, four, and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture: Practice in breath control and exercises calculated to promote correct habits of voice production in speaking and singing.

Songs: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to more advanced grades, as may be found practicable in the time available for this purpose.

Hygiene

(13) General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat stroke, burns; bandaging.

Physical Culture

(14) The First Course continued and extended.